

# Cornfields Day Nursery

Cornfield Kindergardens, 20 Bridge Street, Slaithwaite, HUDDERSFIELD  
HD7 5JN



## Inspection date

17 December 2018

## Previous inspection date

6 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide an overall broad range of challenging activities and demonstrate effective and motivating teaching. This contributes to children's good progress and helps them to develop the skills and good behaviour required for successful future learning.
- Staff implement many effective practices that help to promote children's safety and their physical well-being. As part of this, children enjoy hearty, homemade healthy food and have ample access to fresh air and exercise, including through trips to a Forest School.
- Children develop secure emotional attachments to staff as a result of the excellent key-person system and settling-in arrangements. As part of this, there is superb information sharing with parents about children's care and learning.
- The provider and staff demonstrate a strong commitment to continuous improvement and this is reflected in the good progress they have made since the last inspection.
- The special educational needs coordinator is highly qualified and implements meticulous support plans in excellent consultation with other professionals. This ensures that children with additional needs are fully integrated in to the life of the nursery.
- Staff work extremely well together and are good role models. This helps children to develop important social skills, early friendships and a respect for one another.
- Children under three years explore a wide range of interesting media and materials indoors.
- Staff do not optimise partnership working with others to support children's transitions and promote a consistent approach to children's care and learning to the highest level.
- Staff do not optimise opportunities for the children in the pre-school room to access technology resources, especially where this is identified as a gap in learning.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen partnership working with other providers to support children's transitions when they first start and as they move between settings through a shared and consistent approach to their care and learning
- increase opportunities for children in the pre-school room to access technology resources, to help them to develop a greater understanding of how things work.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and one of the nursery owners. She looked at various documents, including those related to the suitability and qualifications of staff, and sampled children's online records of learning.
- The inspector spoke to parents during the inspection and viewed written feedback in the form of questionnaires.

### Inspector

Rachel Ayo

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team reinforce staff's good knowledge of child protection issues, for instance, through training and quizzes. Staff create a safe and secure environment and this is enhanced, such as the use of closed-circuit television. The nursery directors, management team and staff reflect on practice in a number of successful ways. For example, they attend internal and external meetings and use quality improvement tools and comprehensive parent questionnaires, to inform targeted action plans. Staff's qualifications and further training opportunities, have a positive impact on practice. Staff receive ongoing coaching, mentoring and support, including through regular supervision meetings.

### Quality of teaching, learning and assessment is good

Staff take good account of children's interests and next steps in learning when planning activities and closely monitor children's progress. They promptly identify and plan for any differences in children's learning. Staff also identify and address gaps in the curriculum in most respects. Staff use different forms of communication across the nursery to support communication barriers and teach children about difference. For example, they use sign language and visual aids to support care routines, such as snack time. Staff create a language-rich environment; this is especially important in securing the youngest children's foundations for future learning. Staff actively involve parents. For example, parents of the babies and toddlers borrow song and story bags.

### Personal development, behaviour and welfare are good

Children show good levels of confidence and independence as they actively explore the stimulating and accessible indoor learning environment. Parents share extensive care and development information with their child's key person on entry as well as family photographs. Staff reinforce the key-person system exceptionally well during care routines, during which children develop independence. Staff use a wide range of communication tools with parents, such as daily diaries, newsletters and online systems. Parents can view and add to their child's electronic records of learning, attend parent evenings and are given ideas for home activities. Staff foster children's self-esteem and confidence. For example, children in the pre-school room are involved in regular planning consultations and staff display children's achievements from both nursery and home.

### Outcomes for children are good

Children are keen and inquisitive learners who engage well in activities and have a positive approach to learning. Babies babble while investigating different textured objects. Toddlers have immense fun while scooping paint-covered cereal in to different-sized metal tins; they delight in shaking these to create sounds. Children aged two years play amicably during simple pretend play. Children in the pre-school room, especially boys, thoroughly enjoy free access to outdoors, where they link up with their friends. Children share ideas and work collaboratively, for instance, while building with planks of wood. They are developing early literacy skills. For example, they confidently find their name at snack time and write numbers in salt and glitter, using a paintbrush.

## Setting details

<b>Unique reference number</b>	EY358944
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10080382
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Cornfields Day Nursery Ltd
<b>Registered person unique reference number</b>	RP527156
<b>Date of previous inspection</b>	6 February 2018
<b>Telephone number</b>	01484 846372

Cornfields Day Nursery registered in 2007. The nursery employs 16 members of childcare staff, 15 of whom hold an appropriate early years qualification; one is at level 2, 13 are at level 3 and one is at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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